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ABSTRACT

A study examined beliefs about language learning held by students of Arabic and Swahili in six African studies programs. A survey administered to 134 students gathered demographic information and student attitudes about 47 statements concerning language learning strategies, ability, usefulness, and skill difficulty, multilingualism, and reasons for learning a language. Results indicate differences in student attitudes across institutions. However, ten common beliefs were identified: (1) it is easier for children than adults to learn a foreign language; (2) some languages are easier to learn than others; (3) it is better to learn a foreign language in the foreign country; (4) it is important to repeat and practice a lot; (5) learning a language differs from learning another subject; (6) everyone can learn to speak a foreign language; (7) individuals are interested in the culture of the target language; (8) one shouldn't say anything in the target language until one can say it correctly; (9) learning a language is mostly translation from English; and (10) to listen to something in a foreign language, one must know all the words. Appended materials include data on time required for second language learning, the survey instrument, a history of Arabic and Swahili teaching in the United States, and enrollment data for these languages. (Contains 50 references.) (MSE)

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AFRICAN STUDIES CENTERS' STUDENTS OF ARABIC AND OF SWAHILI

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Abstract

This paper investigates the beliefs about language learning held by first-month university students enrolled in Arabic or Swahili at six African Studies Centers funded by the U.S. Higher Education Act. Based in part upon the research design and instrument of Elaine Horwitz (University of Texas-Austin), this paper isolates the results from a larger study of eight languages. This research identifies the most strongly rated beliefs and compares these results by institution. Findings of this study provide preliminary evidence that, in the case of this sample, students of Arabic and Swahili hold ten similar beliefs about language learning regardless of institutional program.

AFRICAN STUDIES CENTERS' STUDENTS OF ARABIC AND SWAHILI

Beginning with the National Defense Education Act (NDEA) and later the Higher Education Act (HEA), the United States Congress has maintained funding for universities to conduct basic research of and to provide instruction in African languages. The NDEA/HEA has been the primary means to increase the national language capacity for government employment (Bordie, 1960; Clowse, 1981; Thompson, 1970). However, a survey of available teaching materials reveals that those materials at the funded universities seem to pre-date research findings on student beliefs and their impact on language learning.[1]

This study examines beliefs held by students of Arabic and of Swahili about language learning. It identifies certain priorities in their beliefs, describes effects that such beliefs may have on language learning, and suggests beliefs that promote language proficiency. The study focuses on university students enrolled at six HEA-funded African Studies Centers (ASCs). The Kuntz-Rifkin Instrument (KRI) utilized in this survey is expanded from the Beliefs About Language Learning Inventory (BALLI). (Appendix B - Survey) The research questions are:

1. What are the strongly rated statements about language learning for beginning students of Arabic and Swahili?

2. How do the strongly rated statements for students of Arabic or Swahili match across ASC?

Beliefs and Language Acquisition

"Beliefs" are defined in this study as notions about language learning that students have acquired before receiving instruction. Since students' learning is filtered through their own subjectivity, their socialization, and their education in their first language, understanding student beliefs about language learning may increase the efficiency of their learning an African language.

African Studies Centers

In 1980, at the insistence of Senator Simon (1980), Africanists among other educators met and published the President's Commission on Foreign Language and International Studies (Perkins, 1979) that contained recommendations for the improvement of foreign language (FL) instruction. First, it encouraged collaboration on research such as effective and efficient teaching to help less motivated students. Second, language instructors at HEA-funded universities were required to obtain training in the oral proficiency interview (OPI) and knowledge of the Generic Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL, 1985).[2] Instructors were expected to teach with a communicative competency focus (Dwyer, 1991; Newman, 1985) even if students demanded constant correction and a detailed explanation of grammar. These stipulations recognized that the students might hold naive beliefs about learning and communicating in a language. Third, graduate students

competing for a language fellowship had to include in their application an OPI rating (ACTFL, 1989; Allen, 1990).

Administrators of ASCs (Hayward, 1983; Wiley & Dwyer, 1980) have recognized that their programs produced area specialists with ancillary language training and that these specialists "continued to lack either the will or the means to use these skills efficiently in the service of national goals" (Perkins, 1979 p. 139). Moreover, the language policy of the HEA that funds graduate and post-graduate studies rarely seem to benefit undergraduate or pre-collegiate students.[3] Consequently, when undergraduates enroll in African language courses, they often find that the instructional methods and course goals do not address their needs. Since language teaching is neither a professor's or teaching assistants' (TA) primary duty nor usually a component of faculty tenure and promotion, instructors of African languages rarely comply with HEA-funding requirements or conduct research on language acquisition (Jorden, 1992; Lambert, 1984; Rifkin, 1992; Walsh, 1989).

Heretofore, African language research has rarely addressed student beliefs. Student beliefs about language learning have begun to generate concerns about program design at ASCs (Bay, 1991; Guyer, 1996). A recent dissertation (Orobo-Osagie, 1992) surveyed students concerning their reactions to African program developments at a joint ASC (Stanford University and the University of California-

Berkeley). African language instruction was one of the issues raised in the survey. The evaluations from students of Arabic, Hausa, and Swahili of their language instruction were not entirely positive. The important issue is not the correctness of these student assertions, but rather that their opinions underscore beliefs that may lead them to question aspects of the language program.

Analysis of African language textbooks has been a frequent topic of study. The most popular elementary Arabic textbook, produced in 1968 (revised 1975), follows the audio-lingual method. This method tended to discourage spontaneous speaking--the skill most U.S. students seek (Belnap, 1987). The most commonly used beginning-level textbook for Swahili, published in 1979, also uses the audio-lingual method (Dwyer, 1986).[4] Although the HEA has financed the development of advanced textbooks, most recent authors of African languages have not taken into account student beliefs. With only a textbook as a guide, the instructors (novice and experienced) are likely to teach directly from the text. Research on student beliefs might enable authors and instructors to design more student-friendly materials.[5]

Method

A survey was designed to identify beliefs. The KRI comprised five demographic statements in addition to 47 statements designed in a Likert 5-scale, closed-ended format. This scale measured the strength of student agreement with

each statement. For purposes of data analysis, a student choice was equated to numbers as follows:

(a) strongly agree	=	1
(b) agree	=	2
(c) neutral (neither agree nor disagree)	=	3
(d) disagree	=	4
(e) strongly disagree	=	5

The sample comprised students from six research universities (Table 1). In 1992, teachers of first-semester, first-year Arabic or Swahili administered the survey during the first week of instruction. At each ASC a faculty member and a teaching assistant taught two or three levels of the language annually. The amount of contact time varied according to the difficulty of the language, instructor availability, and instructional format. Study of either of these languages could fulfill the undergraduate language requirement for graduation at all of the ASCs sampled. Furthermore, students of these language also could enroll in university-sponsored overseas language programs for credit. This fact provided equal motivation for students to select one of these language for travel and practical use. Since some secondary schools offer these languages, all first-year classes potentially included a group of "false beginners."

Statistical analyses comprised descriptive analyses (frequencies) to match the procedures done by other researchers (Horwitz, 1988; Kern, 1995; Tumposky, 1991; Yang, 1992). Since this sample size was small, the author did not

plan inferential statistics to test hypotheses about differences between ASCs.

Table 1 Total Student Contact Time by Language

LANGUAGE	CLASS	LAB/SMALL GROUP	TIME
Arabic			
Florida	60 min. x 5 days		5.0 hrs.
Illinois	60 min. x 4 days;	60 min. x 1 day	5.0 hrs.
Ohio State*	48 min. x 5 days		4.0 hrs.
Wisconsin	60 min. x 5 days;	50 min. x 2 day	6.6 hrs.
Swahili			
Indiana	75 min. x 2 days;	50 min. x 2 days	4.2 hrs.
Michigan State	50 min. x 5 days		4.2 hrs.
Wisconsin	100 min. x 3 days		5.0 hrs.

Information obtained from institution timetables for 1992, 1993. OSU = quarter system

Results and Discussion

The results demonstrated differences between the students of Arabic and Swahili for demographic characteristics and statement responses. To compare these results for academic year 1992-1993 with a larger population, the author included results from surveys conducted in 1992 and 1993.

Demographic Characteristics

The data from the demographic section portrayed a few differences in the samples of Arabic (Table 2) and in those of Swahili (Table 3). For instance, more men enrolled in Arabic than did women and more women enrolled in Swahili. The surveyed classes comprised a majority of younger-aged students. Nearly all the students had previous language learning experience. Moreover, about 10% of the students had studied Arabic or Swahili prior to enrolling in this beginning-level course. Students of Swahili at Michigan State University unlike other samples comprised only undergraduate women having limited language learning experiences.

Statement Responses

To answer the research questions, the author grouped the responses designated "strongly agree" and "agree" as AGREEMENT and those designated "strongly disagree" and "disagree" as DISAGREEMENT. The decision point for inclusion in the list of statements was a percentage greater than 50. Then the percentage of response were listed in descending order to determine the strength of commonality for each category.

Table 2 Demographic Characteristics for Students of Arabic at ASCs

African Studies Center Sample size	1992/93 N=81	FL 92 n=19	IL 92 n=12	OSU 92 n=9	WI 92 n=16
C. Sex (males	57%	53%	75%	68%	53%
Sex (females)	43%	47%	25%	32%	47%
D. Age (18-22 years)	66%	53%	75%	56%	81%
Age (26+ years)	10%	26%	0	11%	0
E. Previous study of ARABIC	21%	16%	17%	11%	18%
F. Previous study of any language	94%	95%	92%	100%	94%

Table 3 Demographic Characteristics for Students of Swahili at ASCs

African Studies Center Sample size	1992/93 N=53	IN 92 n=8	MSU 92 n=6	WI 92 n=20
C. Sex (males	42%	38%	0	40%
Sex (females)	68%	62%	100%	60%
D. Age (18-22 years)	64%	75%	100%	60%
Age (26+ years)	17%	0	0	10%
E. Previous study of SWAHILI	17%	25%	0	10%
F. Previous study of any language	93%	88%	84%	95%

1. What are the strongly rated statements about language learning for beginning students of Arabic or Swahili?

Agreement.

In terms of strong agreement, responses from students of Arabic (Table 4) and Swahili (Table 5) at the selected ASCs showed agreement for 11 and 7 statements respectively. With the exception of the Indiana students of Swahili, these students, like other adult students of the CTLs (Fox, 1993; Horwitz, 1988; Kern, 1995; Tumposky, 1991; Yang 1992) and the LCTLs (Kuntz, 1996), responded strongest to statement (17) "It is important to repeat and practice a lot." The Indiana students indicated their strongest agreement response to be (40) "I am interested in the culture of the people who speak this language." Ohio State students of Arabic also responded strongly to (25) "Learning a FL is different from learning other school subjects."

Disagreement.

Responses from these students of Arabic and Swahili showed disagreement for five and six statements respectively. However, the statement yielding the strongest disagreement varied among students by language and ASC. For instance, students of Arabic at Florida and Illinois disagreed most strongly with statement (5) "The language I am trying to learn is structured in the same way as English." Ohio State students of Arabic disagreed strongly with (29) "People who

are good at math and science are not good a learning FLs" while the Wisconsin students of Arabic disagreed strongly with (9) "You shouldn't say anything in the FL until you can say it correctly."

This variation in responses was also evident among responses from students of Swahili. In addition to disagreeing strongly with statement (9), Indiana students disagreed strongly with (42) "I need to fulfill a FL requirement for graduation" while Wisconsin students disagreed strongly with (26) "Learning a FL is mostly a matter of translating from English."

Table 4 Consensus Responses for Statements from Students of ARABIC

African Studies Center Sample size	1992/93 N=81	FL 92 n=19	IL 92 n=12	OSU92 n=9	WI 92 n=16
	AGREEMENT				
17-Important to repeat & practice	97%	95%	100%	100%	100%
3-Some FL easier to learn than other	88%	79%	83%	78%	77%
1-Child learn FL better than adults	84%	79%	75%	89%	88%
25-Learning FL differs from other subjects	80%	84%	67%	100%	88%
34-Everyone can learn a FL	76%	89%	64%	67%	77%
46-Plan to travel to country of FL	74%	83%	90%	78%	77%
40-Interested in culture of people	73%	83%	80%	89%	82%
11-Better to learn FL in country of FL	71%	79%	75%	89%	82%
23-Knowing FL will bring job opportunities	62%	58%	75%	78%	94%
10-It easier to learn FL2 if learned FL	61%	53%	67%	56%	53%
6-Will learn this FL very well	59%	58%	83%	78%	94%
	***				
21-Practice in the lang. lab. is necessary	68%	74%		89%	
31-Learning FL to know FL speakers	62%		82%	56%	77%
39-FL will be helpful professionally	62%			67%	69%
8-Knowledge of FL culture necessary	58%			78%	
41-Interested in econ/po.of country	54%	78%			85%
*4-This FL is difficult to learn	52%	84%	83%	64%	
18-Feel self-conscious speaking FL	51%	63%		78%	
	===				
2-Some people born with special FL ability		68%		56%	59%
7-Speak with an excellent accent		58%			
13-Guessing is OK		58%	67%		88%
15-I have a FL aptitude			67%	78%	65%
19-Mistakes are hard to rid later		63%	75%	78%	
27-If speak FL well, will get good job					69%
32-People who speak FL are intelligent			55%		
38-Distant ancestors knew this FL			60%		

African Studies Center	1992/93	FL 92	IL 92	OSU92	WI 92
Sample size	N=81	n=19	n=12	n=9	n=16
28-Easier to read/write than speak/listen		56%		56%	
20-Learning FL is learning grammar					
45-Quality of instruction is excellent				67%	
12-If heard language, would speak it				56%	
44-Friends and relatives speak the FL		61%	60%	56%	
DISAGREEMENT					
9-Do not speak until correct	85%	84%	75%	67%	100%
35-To read in FL, must know all words	82%	89%	55%	89%	77%
36-To listen in FL, must know all words	81%	83%	55%	78%	85%
26-Learning FL is translating from English	73%	84%	75%	78%	88%
5-FL structured in same way as English	59%	89%	92%	89%	88%
***					
38-Distant ancestors knew this FL	74%			78%	
43-FL necessary for fellowship	70%	83%	60%	78%	
29-People good in math/science not in FL	59%			100%	
30-Americans think FL is important	55%			67%	77%
16-Learning a FL is learning vocabulary	53%	63%		56%	
24-Easier to speak than understand	53%	84%		56%	71%
===					
13-Guessing is OK				56%	
*14-Amount of time necessary to learn FL				56%	
20-Learning FL is learning grammar		68%		56%	53%
22-Women better FL learners than men				56%	
27-If speak Fl well, it will help get job				78%	
28-Easier to read/write than speak/listen				56%	
33-American are good language learners					69%
42-FL requirement for graduation		56%	70%	56%	
44-Friends and relatives speak the FL					
*47-Most important proficiency goal				56%	

*4, 14, 47 = specific answers

Table 5 Consensus Responses for Statements from Students of SWAHILI

African Studies Center Sample size	1992/93 N=53	IN 92 n=8	MSU 92 n=6	WI 92 n=20
	AGREEMENT			
17-Important to repeat & practice	92%	75%	100%	95%
1-Child learn FL better than adults	86%	75%	83%	94%
40-Interested in culture of people	78%	100%	67%	74%
3-Some FL easier to learn than other	74%	88%	83%	60%
11-Better to learn FL in country of FL	73%	75%	83%	79%
34-Everyone can learn a FL	70%	88%	67%	74%
25-Learning FL differs from other subjects	69%	75%	67%	63%
	***			
46-Plan to travel to country of FL	74%	88%		84%
31-Learning FL to know FL speakers	70%	88%		
13-Guessing is OK	69%			
6-Will learn this FL very well	66%	63%		70%
2-Some people born with special FL ability	64%			60%
41-Interested in econ/po.of country	62%			68%
21-Practice in the lang. lab. is necessary	62%			79%
39-FL will be helpful professionally	54%			
10-It easier to learn FL2 if learned FL	54%			63%
42-FL is requirement for graduation	52%	63%	67%	
18-Feel self-conscious speaking FL	51%	63%	67%	
	===			
8-Knowledge of FL culture necessary			67%	
7-Speak with excellent accent				53%
28-Easier to read/write than speak/listen			67%	
45-Quality of instruction is excellent		75%		

African Studies Center	1992/93	IN 92	MSU 92	WI 92
Sample size	N=53	n=8	n=6	n=20
	DISAGREEMENT			
9-Do not speak until correct	87%	100%	67%	90%
36-To listen in FL, must know all words	80%	75%	67%	84%
38-Distant ancestors knew this FL	76%	75%	67%	84%
26-Learning FL is translating from English	79%	75%	67%	90%
43-FL necessary for fellowship	64%	63%	67%	53%
	***			
35-To read in FL, must know all words	72%	75%		74%
5-FL structured in same way as English	60%		67%	60%
30-Americans think FL is important	58%	63%	67%	58%
44-Friends and relatives speak the FL	56%			68%
24-Easier to speak than understand	52%	75%		
	===			
16-Learning a FL is learning vocabulary		63%		
22-Women better FL learners than men		63%		
27-If speak Fl well, it will help get job		63%		
20-Learning FL is learning grammar				58%
29-People good in math/science not in FL		100%	67%	53%
42-FL requirement for graduation				58%
*47-Most important proficiency goal		63%		

*4, 14, 47 = specific answers

2. How do the strongly rated statements for students of Arabic or Swahili match across ASCs?

A comparison of responses from students of Arabic (Table 4) and Swahili (Table 5) also showed a variety of differences.

Arabic.

Among students of Arabic, responses from all ASCs yielded polarities within the AGREEMENT and DISAGREEMENT categories.

1. Agreement For instance, responses from students of Ohio State, in contrast to those from students of the other ASCs, showed agreement for statement (8) "It is necessary to know the foreign culture in order to "speak" the FL." Their response appears to corroborate the current practice to integrate culture into daily lessons.

In contrast to pedagogical trends, students from Ohio State, unlike students from Wisconsin, indicated strong agreement for a statement concerning error correction (19) "If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on."

Students from Wisconsin, in contrast to students from Florida, appear to be optimistic about their future use of Arabic. Two statements demonstrated this optimism (23) "If I get to speak this language very well, I will have many opportunities to use it" and (6) "I believe that I will ultimately learn to speak this language very well." These responses may relate to the Florida students' strong response that (4) "This FL is difficult to learn."

Florida and Ohio State students agreed, in contrast to Illinois and Wisconsin students, that (21) "It is important to practice in the language laboratory." This response may reflect the method of instruction for current class or the students' previous experience in language classes. Since Modern Standard Arabic is not the widely spoken form of Arabic, students may not consider practice in the language laboratory useful.

Finally, Wisconsin students, in contrast to Ohio State students, agreed that (13) "It's okay to guess if you don't know a word in the FL." Often students who agree with the use of guessing and who are successful at deriving meaning from unknown words or phrases may believe that their language is less difficult than those students who do not support the use guessing or who are not successful at guessing. Teachers can help students make "educated" guesses. For instance, teachers might encourage students to guess words from the context of the text and then ask them to explain their rational (think-aloud protocol) to help other students understand the cognitive process. Or, teachers might create activities for students to apply morphological and semantic patterns to new situations.

2. Disagreement In contrast to the growing trend among Wisconsin students to enroll in Arabic to meet academic requirements, students from the other ASCs disagreed with the statements (42) "I need to fulfill a FL requirement for

graduation" and (43) "[I] qualify for a fellowship or some kind of funding for [my] education." These findings may reflect the changes in U.S. government support for the study of African languages. In the 1960s, the federal funding of language instruction was widespread and awarded fellowships for a three-year program. However, in the 1990s, FLAS fellowships for graduate students now are designated only for students at the second or third year of instruction.[6] With the rise in the cost of living and tuition, administrators award very few fellowships and only on a yearly basis.

Consequently, even if these students of Arabic do not achieve a proficiency in speaking and writing (productive skills), they most likely expect to acquire a proficiency in listening and reading (receptive skills) (Alosh, 1992). In this study, Florida students, in contrast to Illinois students, strongly disagreed that (24) "It is easier to speak than understand a FL." This response perhaps reveals students' awareness that based on their knowledge of Modern Standard Arabic, they may be able to understand different colloquial Arabics when they may not be capable of speaking it.

Finally, Ohio State students, unlike those of other ASCs, disagreed completely with (29) "People who are good at math and science are not good a learning FLs." This response may be a consequence of the students' majors.

Swahili.

Students of Swahili also reported variety in their responses within the categories of AGREEMENT and DISAGREEMENT.

1. Agreement The experience that students had in their previous language instruction may contribute to their assessment of language difficulty. In the case of Wisconsin, 95% of the students had studied another foreign language prior to enrolling in this one. Hence, the Wisconsin students' agreement contrasts with students from other ASCs agreement, for statement (10) "It is easier for someone who already speaks a FL to learn another one" was expected. Perhaps their previous positive success in language learning gave them confidence to enroll in Swahili and assurance that they would do well in it. Conversely, students having a less successful experience may drop one language and enroll in another language in an effort to complete a requirement (i.e., language "refugee"). In either case, these students who studied another language would have some knowledge through which they could judge the anticipated difficulty of learning another language.

Only Indiana students indicated agreement for statement (31) "I would like to learn this language so that I can get to know its speakers better." This response may derive from these students' envisioned a need to communicate with East Africans for research purposes.

In contrast to the Michigan State students, the Indiana and Wisconsin students agreed with statement (46) "I plan to travel to a country where this language is spoken." Often such a trip to East Africa is expensive and involves much planning. Even with the additional costs, these students appear to anticipate an overseas experience. Only within the past decade have ASC staff at Indiana and Wisconsin organized courses for their students in East Africa. Beginning in 1984, teachers of Swahili have recruited students nationally for summer language programs in Kenya or Tanzania. If study overseas becomes an integral part of the U.S. language program, teachers will need to include pre-departure orientation into the curricula so that students will be familiar with cultural phenomena. To profit from their beliefs in the values of overseas studies, students need to know how to interpret appropriately what they experience and how to interact with experiences that are important and relevant to the culture.

2. Disagreement Many of the variation in responses discussed above for students of Arabic were similar for students of Swahili. For example, Indiana students, unlike their peers at Michigan State and Wisconsin strongly disagreed with (22) "Women are better than men at learning FLs." This response may reflect the political correctness for gender equity rather than from research (Brugel & Buunk, 1996;

Campbell & Shaw, 1994; Oxford, Nyikos, & Ehrman, 1988) concerning the set of successful language learners.

Implications

The results from students of Arabic and Swahili produce statements showing common responses and ones showing uncommon responses.

Common Responses

Common responses suggest common beliefs. The following 10 beliefs may be the ones that the ASC administrators and instructors could address in collaboration with colleagues of Arabic and Swahili at non-funded universities.

AGREEMENT

1. It is easier for children than adults to learn a FL;
3. Some languages are easier to learn than others;
11. It is better to learn a FL in the foreign country;
17. It is important to repeat and practice a lot;
25. Learning FL is different from learning other school subjects;
34. Everyone can learn to speak a FL;
40. I am interested in culture of the people who speak this language;

DISAGREEMENT

9. You shouldn't say anything in the FL until you can say it correctly;
26. Learn a FL is mostly a matter of translation from English; and
36. In order to listen to something in FL, you have to know all the words.

Agreement statements.

A statement that focuses on learning ability (1) "It is easier for children than adults to learn a FL" received strong adult agreement across ASCs.[7] These results are in line with findings revealed in other studies (Ferguson & Heubner, 1989; Fox, 1993; Horwitz, 1988; Kern, 1995; Park,

1995; Tumposky, 1991; Truitt, 1995; Yang, 1992). Perhaps these adults have a nostalgic vision of effortless learning by children from their own elementary school days. The findings of current research on language acquisition such as brain development and lateralization are fairly common knowledge. Even if these results are not fully understood or identified by name, students in this study may have had some contact with this research.

However, research does seem to show that adult students may learn a foreign language well. Although adults may not attain a native-like pronunciation, they have greater abilities than do children to understand and apply linguistic and cultural rules (Krashen et al., 1982). Whereas adult students recognize that language learning is a difficult task, most students still remain optimistic about eventually learning to speak the language regardless of their age as seen in the strong support for statement (34) "Everyone can learn to speak a FL."

In this study, students show strong agreement with statement (3) "Some FLs are easier to learn than others" as do students and TAs in other studies (Fox, 1993; Horwitz, 1988; Kern, 1995; Truitt, 1995; Yang, 1992). Research concerning different lengths of acquisition time needed for different groups of languages corroborates this finding. Indeed, some similarities between Swahili and English may make learning easy (e.g., cognates, cultural commonalities, and like

phonemes) while differences (e.g., phonological, morphological, and syntactic patterns) or non-existent features (e.g., writing system) between Arabic and English may make learning harder.

Students of both languages agree with statement (11) "It is better to learn the FL in the FL country." Recent research concerning study-abroad programs reports mixed results concerning the best location for effective language acquisition. This belief apparently exists despite evidence from U.S. research (Freed, 1995; Brecht et al., 1993) of overseas study programs that in-country study is not necessarily beneficial or even better than study in the U.S.

These students seem to recognize that "time on task" is critical for learning and thus concur on statement (17) "It is important to repeat and practice a lot." In fact, some students may become uncomfortable if their instructor does not create a variety of drills for in-class practice, such as a Gouin series. This response may suggest the need for instructors to use strategies from the audio-lingual method, such as oral repetition, pattern practices, and auditory discrimination.

These students agree with statement (25) "Learning a FL is different from learning other school subjects." Students accustomed to class lectures or general discussion may find that oral participation, pair work, daily homework, and weekly

quizzes require a different set of learning strategies and self-discipline not used in other academic subjects.

The common response for statement (40) "I am interested in the culture of the people who speak this language" reinforces the current focus on integrating culture into daily lessons (Frye & Garza, 1993; Kramsch, 1993). In the past, under the influence of grammar-translation and audio-lingual methods, culture was often limited to advanced level classes in the form of literature or to discussions in English as a supplement to a textbook chapter or unit. Currently, the study of culture no longer deals with only "big C culture" (i.e., literature, history, art, and music), it now includes "little C culture," such as typical behavior and daily activities and it embraces various speakers and cultures around the world (Omaggio, 1986; Rivers, 1981). In the U.S. where a Eurocentric focus in the social sciences and humanities is prominent, students of the Arabic or Swahili may have no other means of learning about their target-language culture other than in their language course.

Knowledge of the strength of this student concern is crucial for teachers (Tedick & Walker, 1994), for textbook writers (Amayreh, 1984; Biersteker, 1986), and for curriculum developers if they are to meet students' goals and expectations in foreign language study. In response to findings in this present study concerning beliefs about culture, teachers might try to develop student knowledge in

using varied learning strategies that include both non-verbal and verbal communication of the target culture (Crookall & Oxford, 1990). Recently, various public and private organizations have offered funding specifically to teachers of Arabic and Swahili for the development of materials that incorporate multiple types of culture.[8]

In addition, teachers may seek to increase opportunities for functional and culturally realistic activities to help students achieve linguistic and cultural proficiency. For example, students may attend films, participate in language clubs, befriend first language speakers, or interact on international computer services. Such opportunities for developing language proficiency and cultural sensitivity facilitate student goals to acquire cultural knowledge for travel or employment.

More specifically, teachers of Arabic and Swahili need to focus on Islam as a cultural component of language study. Arabic, as a religious language, is important for Muslims who reside in North and East Africa to read the Quran and to understand the liturgy for Friday service and the five daily prayers. In addition, an increasing number of U.S.-born students are studying Arabic (al-Batal, 1995; Rouchdy, 1992) in preparation for conversion to Islam as well as those anticipating future language-related employment.[9]

Disagreement statements.

All students concur on disagreement responses for three statements. Students disagree with statements (9) "You shouldn't say anything in the foreign language until you can say it correctly" which suggests the importance to error-free speech and near-native pronunciation. By seeking error-free speech, students may inhibit their creativity and their ability to apply rules of grammar and vocabulary to new situations. This belief could prevent students from exploring the colloquialisms of the language and its cultural underpinnings.

Students also disagree with statement (26) "Learning a FL is mostly a matter of translating from English." Perhaps because students of the African languages may perceive that the structure and the culture of their languages are so different, they cannot learn their languages by translating from English. In the case of Arabic, the various diglossia confound the process of translation (Abachi, 1988; Badawi, 1985; Omran, 1983). Consequently, teachers may need to include a wide variety of written and oral activities in the target language for these students as opposed to translation work. Students might create language ladders to illustrate degrees of meaning for a concept.

Finally, the responses from these students do not appear to indicate a frustration in not knowing all vocabulary--(36) "In order to listen to something in a FL, one must know all the words." Recently, teachers have developed strategies to

help students learn how to listen for different purposes. Often these strategies do not require students to memorize lists of vocabulary or to depend on dictionaries or glosses.

Current language acquisition research corroborate most of these findings. By collaborating with scholars and publishers of the Arabic and Swahili concerning curriculum and instructional strategies that address these statements, instructors of may reduce the amount of time necessary to create some lessons, develop programs, and train teachers. Since most of the ASCs universities offer college methodology courses for new TAs and instructors, some of these common beliefs can be addressed at pre-employment workshop or during methodology courses. Moreover, instructors may consider designing action research with their counterparts of Arabic and Swahili to test variations in materials or learning strategies with students.

Uncommon Responses

The uncommon-response results most likely will require the expertise of scholars of Arabic and of Swahili to improve or change their students' beliefs. Results from the students of these languages show that responses for 31 statements do not have corresponding consensus response across ASCs. In fact, responses from students of Arabic at three ASCs for statements (42) "I need to fulfill a FL requirement for graduation" and (44) "I have friends or relatives who speak it" indicate opposing responses from those of Swahili.

Consequently, teachers may need to use care regarding these beliefs in producing teaching materials or testing instructional strategies.

In the future, the Africanists might design studies to compare responses from students of these languages and at subsequent levels of instruction. A cohort study would be appropriate to determine the change or modification of beliefs made by students during their language instruction. In addition, a survey of the students' instructors and administrators would enable scholars to ascertain if their are mismatches in beliefs between these educators and their respective students.

Conclusions

With this sample of students of Arabic and Swahili, this study demonstrates that differences do exist in students' beliefs between students of beginning-level classes at six ASCs. Both teachers and students must identify, organize, and exploit the positive beliefs held by students about learning a language. Such knowledge may help to determine or modify course content, lesson sequence, teaching methods and materials, and even articulation across levels of instruction. In addition, this knowledge of student beliefs makes it possible for teachers to create a mode of instruction in which students' needs and goals are satisfied. Arabic and Swahili acquisition may now be understood in terms of the beliefs that students have for their lessons, their control over the

curriculum, their sense of progress within their class, the concern and understanding for individual worth and personal problems. With a joint effort by students, teachers/authors, and administrators of language programs at ASCs can improve teaching effectiveness so that students of Arabic and Swahili can attain an advanced level of understanding and proficiency and become lifelong African language speakers.

Notes

1. The Center for Applied Linguistics, on behalf of the U.S. Department of Education, has compiled a list of research, conference, and material grants awarded for the study of 120 LCTLs since 1960.

2. When universities submitted proposals for HEA funding, language instructors had to indicated on their resumes their OPI training and attendance at pedagogical workshops.

3. In 1979, James Ruchti (U.S. Department of State) stated that only one in six African specialists (NDEA/HEA graduates) obtained employment in government agencies (Perkins, 1979, p. 190).

4. In 1992, instructors of Arabic and Swahili or ASC language coordinators provided a list of textbooks and syllabi as part of a survey of their teaching and administrative activities.

Arabic: Abboud, P. et al. (1975). Elementary modern standard Arabic. Ann Arbor, MI: Department of Near Eastern Studies.

Swahili: Hinnebusch, T. & Mirza, S. (1979). Swahili: A foundation for speaking, reading, and writing. Lanham, MD: University Press of America. [Hinnebusch is preparing a teachers' manual. Moshi, L.J. (1988). Swahili exercises: A workbook for first year students. Lanham, MD: University Press of America.]

5. One advanced-level reader for Swahili was published in the 1990s. The University of California-Los Angeles, funded by the Center for Advanced Language Learning, has coded materials for teaching 25 LCTLs, among which are Arabic and Swahili.

6. See report to Congress from the Coalition for International Education (1996, 14 May), "Testimony on FY 1997 appropriations for the Departments of Labor, HHS, and Education."

7. Several scholars of psychology (Susan Curtiss - UCLA) and foreign language education (Nancy Rhodes - CAL; Gladys Lipton - National FLES Institute; Marcia Rosenbusch - NFLRC/K12) have indicated that children actually do learn foreign languages more efficiently and effectively at an early age.

8. Funding organizations include: U.S. Department of Education (USED/Center for International Education), U.S. Information Agency (USIA), U.S. Department of Defense (National Security Education Program), National Endowment for the Humanities (NEH), and the Mellon and Spencer Foundations.

The National Foreign Language Resource Center at San Diego State University offers regional and national seminars concerning culture and ethnographic materials for the curricula. In addition, the Association of Departments of Foreign Languages (ADFL) provide regional seminars during the summer. The Ohio State University instructors of Arabic co-hosted the 1996 seminar.

9. Imams from mosques in Washington, DC, Falls Church, VA, Chicago, IL, and Jonesboro, AR confirmed this phenomenon.

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Appendix A

Time for Acquisition by Language Difficulty[1]

Intermediate rating - 1 (Minimal Proficiency)
Able to satisfy routine travel needs and minimum courtesy requirements. Can ask and answer questions on very familiar topics. Errors in pronunciation and grammar are frequent. Speaking vocabulary inadequate to express anything but elementary needs. Can be understood by "native" speaker used to dealing with foreign speakers.

Advanced rating - 2 (Limited Working Proficiency)
Can narrate and describe in the past, present, and future. Can sustain long discourses. Uses circumlocutions. Speech and writing in paragraphs. Discussion on concrete topics. (biographies, life, work, feelings, current events) Ability to live off economy necessary for work or research. Able to deal with complex survival issues. Great sensitivity with the culture and sociolinguistic competence. Capable of translation and paraphrasing. Errors comprehensible to "natives" NOT used to dealing with foreigner.

Superior rating - 3 (Professional Proficiency)
Can handle unknown topics and situations, give opinions, hypothesize, give explanations, and detailed descriptions. Errors rarely interfere with comprehension or disturb educated "native" speaker. Strategic and discourse competency high. Sociolinguistic competency (register shifts) is still evolving.

	LEAST DIFFICULT LANGUAGE (I)	
Swahili	Intermediate Proficiency	240 hours
(French/Italian/	Advanced Proficiency	480 hours
Spanish)	Superior Proficiency	720 hours

	MOST DIFFICULT LANGUAGE (IV)	
Arabic	Intermediate Proficiency	480 hours
(Japanese)	Intermediate High Proficiency	720 hours
	Advanced Proficiency	1320 hours
	Superior Proficiency	2600 hours

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[1]Classification recommended by Foreign Service Institute, Defense Language Institute, the Inter-Agency Language Roundtable, American Council on the Teaching of Foreign Languages, and the Educational Testing Services.

LEAST DIFFICULTY LANGUAGE (480 Hrs)
Sample Case 1992-94[2]

Swahili

I	First year - 331, 332 Swahili	
	100 min. x 3 days/wk x 15 wks x 2 sem.	= 150 hrs.
II	Second year - 333, 334 Swahili	
	50 min. x 4 days/wk x 15 wks x 2 sem.	= 100 hrs.
III	Third year - 435, 436 Swahili	
	50 min. x 3 days/wk x 15 wks x 2 sem.	= 75 hrs.
Total UW		**325 hours**

Indiana University

I	First year - A303 Swahili	
	60 min. x 4 days/wk x 15 wks x 2 sem.	= 120 hrs.
II	Second year - A401 Swahili	
	60 min. x 3 days/wk x 15 wks x 2 sem.	= 90 hrs.
III	Third year - A451 Swahili	
	60 min. x 3 days/wk x 15 wks x 2 sem.	= 90 hrs.
Total IU		**300 hours**

Michigan State University

I	First year - 101A Swahili	
	50 min. x 5 days/wk x 10 wks x 3 qt.	= 125 hrs.
II	Second year - 201A Swahili	
	50 min. x 5 days/wk x 10 wks x 3 qt.	= 125 hrs.
III	Third year - 450A Swahili	
	50 min. x 3 days/wk x 10 wks x 3 sem.	= 75 hrs.
Total MSU		**300 hours**

[2]Course information obtained from each university through specific department, course timetable, college bulletin, or department brochure. Not all universities provide a sequential language offering annually.

MOST DIFFICULT LANGUAGE (1320 Hrs)
Sample Case 1992-94

Arabic

University of Florida

I	First year - 1120 Beginning Arabic	
	60 min. x 5 days/wk x 15 wks x 2 sem.	= 150 hrs.
II	Second year - 2201 Intermediate Arabic	
	60 min. x 3 days/wk x 15 wks x 2 sem.	= 90 hrs.
III	Third year - 3240 Arabic Reading	
	60 min. x 3 days/wk x 15 wks x 2 sem.	= 90 hrs.
Total UF		**330 hours**

University of Illinois

I	First year - Arab 201	
	60 min. x 4 days/wk x 15 wks x 2 sem.	= 130 hrs.
	60 min. x 1 day/wk x 15 wks x 2 sem.	= 20 hrs.
II	Second year - Arab 303	
	60 min. x 4 days/wk x 15 wks x 2 sem.	= 130 hrs.
	60 min. x 1 day/wk x 15 wks x 2 sem.	= 20 hrs.
III	Third year - Arab 306	
	60 min. x 3 days/wk x 15 wks x 2 sem.	= 90 hrs.
Total UI		**390 hours**

Ohio State University

I	First year - Arabic 101.1-4	
	45 min. x 5 days/wk x 10 wks x 4 qt.	= 150 hrs.
II	Second year - Arabic 205.1-4	
	45 min. x 5 days/wk x 15 wks x 4 qt.	= 150 hrs.
III	Third year - Arabic 400. 1-4	
	45 min. x 5 days/wk x 10 wks x 4 qt.	= 150 hrs.
Total OSU		**450 hours**

University of Wisconsin

I	First year - 321, 322 Arabic	
	60 min. x 5 days/wk x 15 wks x 2 sem.	= 150 hrs.
	50 min. x 2 days/wk x 15 wks x 2 sem.	= 50 hrs.
II	Second year - 323, 324 Arabic	
	50 min. x 5 days/wk x 15 wks x 2 sem.	= 125 hrs.
	50 min. x 2 days/wk x 15 wks x 2 sem.	= 50 hrs.
III	Third year - 445, 446 Arabic Reading	
	50 min. x 5 days/wk x 15 wks x 2 sem.	= 125 hrs.
Total UW		**500 hours**

Appendix B

BELIEFS ABOUT FOREIGN LANGUAGE LEARNING
(KRI Survey)

Use a #2 pencil and respond to the following statements in the boxes marked "Special Codes" by darkening the appropriate response circle on the answer sheet.

A. In Special Code A, mark the number that identifies the language in which class you are filling out this survey:
0 = Arabic 8 = Swahili 9 = Other

C. In Special Code C, mark the number which corresponds to your sex:
0 = Male 1 = Female

D. In Special Code D, mark the number which corresponds to your age in years:
0 = 17/younger 1 = 18-22 2 = 23-25 3 = 26 or older

E. In Special Code E: Have you ever studied formally **this** language?
0 = NO 1 = YES

F. In Special Code F: Have you ever studied formally any other foreign language?
0 = NO 1 = YES

Now, turn your answer sheet and respond to the numbered statements which follow on the next page.

LEARNERS' BELIEFS ABOUT LANGUAGE LEARNING

For statements 1-3, read the following statements and mark your answer sheet with the one letter which corresponds most closely to your assessment of each statement.

(A) Strongly agree (B) Agree (C) Neutral (D) Disagree (E) Strongly disagree

1. It is easier for children than adults to learn a foreign language.
2. Some people are born with a special ability which helps them learn a foreign language.
3. Some languages are easier to learn than others.

***

4. The language I am trying to learn is:
   A = Very difficult
   B = Difficult
   C = Medium difficulty
   D = Easy
   E = Very Easy

For statements 5-13, read the following statements and mark your answer sheet with the one letter which corresponds most closely to your assessment of each statement.

(A) Strongly agree (B) Agree (C) Neutral (D) Disagree (E) Strongly disagree

5. The language I am trying to learn is structured in the same way as English.
6. I believe that I will ultimately learn to speak this language very well.
7. It is important to speak a foreign language with an excellent accent.
8. It is necessary to know the foreign culture in order to speak the foreign language.
9. You should not say anything in the foreign language until you can say it correctly.
10. It is easier for someone who already speaks a foreign language to learn another one.
11. It is better to learn a foreign language in the foreign country.
12. If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language.
13. It is okay to guess if you do not know a word in the foreign language.

***

14. If someone spent one hour a day learning a language, how long would it take him/her to become fluent?
    A = less than a year
    B = 1-2 years
    C = 3-5 years
    D = 5-10 years
    E = you can't learn a language in 1 hour a day

For statements 15-46, read the following statements and mark your answer sheet with the one letter which corresponds most closely to your assessment of each statement.

(A) Strongly agree (B) Agree (C) Neutral (D) Disagree (E) Strongly disagree

15. I have a foreign language aptitude.
16. Learning a foreign language mostly a matter of learning many new vocabulary words.
17. It is important to repeat and practice often.
18. I feel self-conscious speaking the foreign language in front of other people.
19. If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on.
20. Learning a foreign language is mostly a matter of learning a many of grammar rules.
21. It is important to practice in the language laboratory.
22. Women are better than men at learning foreign languages.
23. If I speak this language very well, I will have many opportunities to use it.
24. It is easier to speak than understand a foreign language.
25. Learning a foreign language is different from learning other school subjects.
26. Learning a foreign language is mostly a matter of translating from English.
27. If I learn to speak this language very well it will help me get a good job.
28. It is easier to read and write this language than to speak and understand it.
29. People who are good a t math and science are not good at learning foreign languages.
30. Americans think that it is important to speak a foreign language.
31. I would like to learn this language so that I can get to know its speakers better.
32. People who speak more than one language well are very intelligent.
33. Americans are good a learning foreign languages.
34. Everyone can learn to speak a foreign language.
35. In order to read something in a foreign language, you have to know all the words.

36. In order to listen to something in a foreign language, you have to know all the words.
37. It is easier to read and understand (listen) in this language than it is to speak and write in it.

***

I am interested in studying this language....
38. because I have distant ancestors who spoke this language.
39. because it will be helpful to me professionally.
40. because I am interested in the culture of the people(s) who speak this language.
41. because I am interested in the politics and/or economic systems of the country (countries) where this language is spoken.
42. because I need to fulfill a foreign language requirement for graduation.
43. to qualify for a fellowship or some kind of funding for my education.
44. because I have friends or relatives who speak it.
45. because the quality of instruction in this language is excellent.
46. because I plan to travel to a country where this language is spoken.

***

For statements 47 and 48, use the scale provided. Mark the letter which corresponds most closely to your assessment.

47. My MOST important goal in studying this language is to develop the ability to:
    A = read and write (not speak)
    B = participate in short, simple conversations of an informal nature
    C = participate in more formal discussions
    D = function as a native speaker or interpreter
    E = understand the culture of the people who speak this language

Appendix C

History of Arabic and Swahili
in the
United States
NDEA/HEA Title VI (1958 - Present)

ARABIC

1958 Arabic Teacher's Workshop/Conference, funding SSRC Cambridge, MA - Charles Ferguson

1959 Near and Middle Eastern Language - material needs conference (Center for Applied Linguistics)
Modern Language Aptitude Test (Arabic)

1960s Indiana University, Intensive Language Training Center, Arabic Colloquial Texts - Carleton Hodge

1961 Library of Congress in Cairo - Middle East Cooperative Acquisitions Program (PL-480), Arabic Reading Cooperative Program

1961-8 National Undergraduate Program for Overseas Study of Arabic (NUPOSA), Princeton University, study at Middle East Center for Arabic Studies (MECAS) at Shemlan, Lebanon - Bayly Winder

1962 University of Georgetown, Institute of Languages and Linguistics - Arabic Series
Arabic, Inter-University Summer Program in Near Eastern Languages, funding Ford/SSRC (6 year grant)
Arabic Teacher's Workshop/Conference, funding SSRC Harvard - Majed Sa'id

1963 American Research Center in Egypt ($500,000)
American Association of Teachers of Arabic and newsletter An-Nashrah - Ernest McCarus

1963-77 Voice of America, Arabic Programs broadcast from Rhodes Is., Greece

1964 University of Wisconsin, Department of African Languages and Literature

1964-7 Arabic Summer Program, Portland State University at American University of Cairo - Frederick Cox

1965 Arabic Teacher's Workshop/Conference, funding SSRC - agreement on standardization of instruction in the US - Modern Standard Arabic (Ann Arbor - Charles Ferguson)

1966 Arabic Teacher's Workshop/Conference, funding SSRC - intermediate level instruction (Columbia - Peter Abboud)
American Council of Learned Societies/SSRC Joint Committee on the Near East recommended national Arabic program = Center for Arabic Study Abroad
Brinner's Middle East University Tour
Middle East Studies Association

1967 Arabic Teacher's Workshop/Conference, funding SSRC - development of elementary textbook (Princeton - Peter Abboud)
American Association of Teachers of Arabic journal Al-Arabiyya - Frederic Cadora
Center for Arabic Studies Abroad - American University of Cairo, Egypt with Inter-University Consortium
UC-Berkeley: William Brinner
UC-Berkeley: Mounah Khorui, 1967-1974
Michigan: Ernest McCarus, 1974-83
Washington: Farhat Ziadeh, 1983-88
SAIS-Johns Hopkins: Gerald Lampe, 1988-
AUC Directors
Lorne Kenney
Marsden Jones
Martin Hinds
el-Said Badawi
Northwestern: John Hunwick
Wisconsin: Dustin Cowell - 1985
John Swanson - 1986
William Granara -
Emory: Mahmoud al-Batal - 1986-89
Alaa al-Gibali - 1989-93
Lisa White - 1993-present

1969 Department of Oriental and African Languages and Literatures, University of Texas - Austin

1970 CASA - American University of Cairo offers TAFL as Masters degree

1971-77 Arabic Tunisian Summer Program, Bourguiba Institute of Modern Languages, University of Utah & Western Consortium - Khosrow Mostofi

1973/4 DLI - Army and Navy combine language training - Headstart, Gateway Language Training,

MSA and Iraqi, Syrian, Egyptian colloquials

1974 AATA, Arabic - Proficiency Test for College Level - Raji M. Rammuny

1977 Voice of American, Arabic broadcasts from Washington, DC
1975-83 Kamil Taweel
1983-87 Salman Hilmy
1987- Mahoud Zawaawii

1978 End of PL-480 money to support Arabic study in Tunisia

1980 University of Florida, Department of African and Asian Languages and Literatures

1983 Middlebury Intensive Summer Program - Arabic
Peter Abboud 1983-89
Mahmoud al-Batal 199? -

1984 Arabic Summer Program Jordan, University of Virginia at Yarmouk University, Irbid - Mohamed Sawaie
ACTFL, Oral Proficiency Interview Workshop, Arabic offered - Roger Allen - Pennsylvania

1985 Arabic Language Proficiency Guidelines

1986 Arabic Language Proficiency Profiling Institute Patrick Bennett - Wisconsin

1988 Foreign Language Assistance Act (Arabic)

1991 Arabic Summer Program Egypt, University of Florida at Ein Shems University, Heliopolis - 'Aida Bamia

1992 The Teaching of Arabic in the 1990s: Issues and Directions, Methodology Workshop - Middlebury College, VT Mahmud al-Batal - Emory University

1993 ARABIC-L - Dilsworth Parkinson (Brigham Young University)

1994 Arabic Summer Program Morocco, University of Florida at Fez
Arabic Summer Program Egypt, Northwestern University at University of Alexandria

1995 Voice of America WWW <arabic_program@voa.gov>

1996 ADFL-East Seminar, Ohio State University hosted "Issues on Teaching Arabic and Hebrew"

SWAHILI

1958 National Defense Education Act
(Title VI Language & Area Studies Centers - Swahili major African course)

1959 Howard University offers Swahili (First ASC)
1960 UCLA and Duquesne University offer Swahili

1961 Library of Congress in Nairobi, Sub-Saharan Africa Acquisition Program, Swahili Reading Project
Peace Corps - offers Swahili
Foreign Service Institute, Washington, DC offers Swahili

1962 Voice of America began Swahili broadcasts to East Africa
1963-74 Milan de'Lany
1974-84 William Whitson
1984-89 David Simonds
1989-93 Richard Sigwalt
1993-96 Katalin Teleki
Michigan State University offers Swahili Summer Institute

1964 University of Wisconsin, Department of African Languages and Literature - Swahili offered
1964-75 Lyndon Harries
1972-82 Patrick Bennett
1980- Magdalena Hauner
Defense Language Institute - offers Swahili

1980 University of Florida, Department of African and Asian Languages and Literatures - Swahili offered
1980- Haig der Houssikian

1984-89 USED/CIE Intensive Summer Swahili Program - Kenya
1984 Northern Illinois - Ann Biersteker (Yale - Chacha Chacha)
1985 Yale - Ivan Dihoff
1986 Yale - Ann Biersteker (Wisconsin - Mark Plane)
1987 Ohio State - Ivan Dihoff (Yale/UCLA - Vicki Carstens)
1988 Yale - Ann Biersteker (Illinois - Eyamba Bokamba)
1989 Illinois - Eyamba Bokamba (UCLA - Thomas Hinnebusch)
1990-96 USED/CIE Intensive Summer Swahili Program - Tanzania

1990 UCLA - Thomas Hinnebusch (Wisconsin - Magdalena Hauner)
1991 Wisconsin - Magdalena Hauner (Boston - Karl Reynolds)
1992 Boston - Karl Reynolds
1993 Yale - Hilda Kokuhirwa
1994 Georgia - Lioba Moshi
1995 Yale - Sukari Salone
1996 Yale - Ann Biersteker

1992 SWAHILI-L (listserver)
Patricia Kuntz, Richard Chowning

1993 ALTA - Swahili Task Force
Lioba Moshi, Chair

1994 Swahili Pedagogical Institute, Michigan State University - David Dwyer, Chair

1995 ALTA - Swahili Task Force, Swahili Framework
Voice of American WWW <swahili_program@voa.gov>

Appendix D

ARABIC Enrollments at African Studies Centers

Institutions	1960	1961	1968	1970	1974	1977	1980	1983	1986	1990
Univ. of Florida							11	24	45	49
Univ. of Illinois			11		17	30	28	24	21	38
Ohio State Univ. *			23		66	67	59	126	127	93
Univ. of Wisconsin			36		28	32	39	32	41	40
Total ASCs (4)			70		141	129	137	206	234	220
Percent Enrollment			6%		8%	4%	4%	6%	7%	6%
Totals-ASC T6 (12)		226	287		317	465	561	518	533	577
ASC T6/MLA (8.8%)		33%	26%		17%	15%	16%	15%	16%	17%
Totals-MLA (136)	541	693	1100	1333	1860	3070	3466	3436	3417	3475

* Also Title VI Middle East Language and Studies Center

SWAHILI Enrollments at Title VI African Studies Centers

Institutions	1960	1961	1968	1970	1974	1977	1980	1983	1986	1990
Indiana University			20					7	12	37
Michigan State Univ.		#	47		13	11	11			26
Univ. of Wisconsin			57		23	80	33	32	47	41
Total 3 ASCs			124		36	91	44	39	59	104
Percental Enrollment			20%		2%	4%	8%	7%	5%	9%
Totals-ASC T6 (12)		33	211*		213	288	107	208	390	552
ASC T6/MLA (31.6)		69%	35%		13%	13%	19%	36%	36%	46%
Totals-MLA (38)	22	48	608	1787	1587	2225	576	582	1086	1209

* Richard Thompson - 374 enrollment, 62% of nation
# Exact enrollment not cited by university (also Duquesne University and Howard University MLA enrollment statistics - W.R. Parker)

Brod, R.I. (1988) Foreign language enrollments in US institutions of higher education - Fall 1986. ADFL BULLETIN, Vol.19/2: 39-44.